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ABSTRACT

A project was designed to meet the needs of gifted and talented vocational students and to train students to be entrepreneurs. Objectives were to develop criteria to identify and select gifted and talented vocational students, identify instructional materials and methods to introduce entrepreneurship skills, and to develop or locate an instrument to assess the skills taught. Current literature was reviewed, and four major criteria were identified to evaluate nominated students: vocational grades, entrepreneur characteristics, school year, and family in business. Twenty students were selected. A core text was selected and supplemented by incorporating many of the materials and methods found during the search. In a departure from the typical classroom arrangement for lecture presentations, the classroom was arranged as a business conference. The core text included its own quiz that could be used as an assessment instrument. The pretest and posttest statistical evaluations indicated that the program produced statistically significant achievement gains. Participating students found the program interesting, informative, and enjoyable. Appendixes, amounting to well over one-half of the report, include student nomination and survey forms, scoring criteria and candidate scores, core text (table of contents, overview, goals), topical course outline, pretest/posttest, sample student handouts, and student evaluations. (YLB)

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GIFTED AND TALENTED
ENTREPRENEURSHIP TRAINING PROGRAM

Sponsored by

OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOLS
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Toms River, NJ 08753

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FINAL REPORT

OF

OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL'S MODEL FOR GIFTED AND TALENTED ENTREPRENEURSHIP TRAINING PROGRAM

1983-84

OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

OLD FREEHOLD ROAD AND BEY LEA

TOMS RIVER, NEW JERSEY 08753

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PROJECT COORDINATOR/INSTRUCTOR
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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 131 of Public Law 94-482.

Project Duration: September 1983
Beginning Date

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Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE: Ocean County Voc.-Tech. School's Model for Gifted & Talented Entrepreneurship Training Program

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Ocean County Vocational-Technical School District

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ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

Description of Project:

The project is designed to meet the needs of an important, but often forgotten segment of our student population - The "Vocational Gifted and Talented". It is also designed to train an important member of our economic community - "The Entrepreneur". These two needs are satisfied by introducing the student to the career option of small Business Ownership and by exploring the management skills necessary for successful operation of a small business.

Major Objectives:

1. Develop criteria for identifying and selecting gifted and talented students for the program.

2. Develop and/or locate appropriate instructional materials for teachers to use to introduce Entrepreneurship skills to gifted and talented students.

3. Develop or locate an evaluation instrument designed to assess the Entrepreneurship skills taught in the project.

Activities and Procedures to Achieve Objectives

1. Examine and review current literature on the gifted and talented student.
2. Examine and review current literature on Entrepreneurship skills.
3. Examine candidate strengths and characteristics for participation in the project.
4. In-class pilot testing of instructional materials and methods to introduce Entrepreneurship skills.
5. Develop and administer the pretest and post test.

State and Local Priorities

1. Develop a procedure for identifying and selecting gifted and talented Vocational High School students for Entrepreneurship training.
2. Development of instructional materials and methods to introduce Entrepreneurship skills to Vocational gifted and talented students.
3. Development of positive self-concept and attitude toward Entrepreneurship on the part of Vocational students.

Contribution to Vocational Education

To serve as a model for the identification and selection of gifted and talented Vocational high school students for the purpose of teaching them basic Entrepreneurship skills and characteristics of successful small business owners and managers.

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A. INTRODUCTION

This proposal was five years in the making having developed from a growing concern about an often forgotten segment of our student population -- the "Gifted and Talented" Vocational Student. Additionally, our secondary school vocational training priorities have traditionally centered around preparing the high school graduate with entry level skills for the immediate job market or for further education at advanced trade and technical schools. A survey prepared in January 1984 for the Ocean County Vocational Technical School Class of 1983 indicated that these priorities are well founded. Sixty Seven percent of our students went into full time employment of which thirty seven percent were working in trade related jobs. Another twenty one percent of our students went into full time post secondary education institutions.

Combined with the lack of programs for our "Gifted and Talented" students was the recognition that training for a very important segment of our economic community was also not being addressed -- "The Entrepreneur".

Therefore this project has become a unique marriage between vocational education and the business world.

1. PROBLEM

Recognizing the fact that many of our Gifted and Talented vocational students have the intellectual and/or manipulative skills to progress educationally far beyond the "normal" students and that these very students often become apathetic, discipline problems, and attendance casualties because they are not being challanged by their curriculum, it seemed appropriate to develop a way to specifically identify these students and provide a program to expand their knowledge in an area of interest to them.

As first conceived it was thought that outside consultants might be used to present a PACE program (A Program for Acquiring Competence in Entrepreneurship). However, final funding of the project required certain changes and modifications in the program presentation. These changes were incorporated without losing sight of the major objectives.

2. OBJECTIVES

a. Product Objectives

(1) To develop criteria for identifying and selecting gifted and talented Vocational students for the program.

(2) To ascertain the effectiveness of appropriate instructional materials and methods for teachers to use to introduce entrepreneurship skills to gifted and talented students.

(3) To develop or locate an evaluation instrument designed to assess the entrepreneurship skills taught in the project. (A Pretest and Post test).

b. Process Objectives

(1) To review and summarize current literature concerning gifted and talented students in relation to those entrepreneurship characteristics deemed necessary for an individual to become successful in the world of business.

(2) To interview the Ocean County Vocational Technical School's faculty and administration to help determine criteria for selection of student participants.

(3) To present a course of instruction to twenty selected students on basic entrepreneurship skills including the major responsibilities and functions of the small business owner.

(4) To select an additional twenty students to function as a control group for the above treatment group.

(5) Administer a pretest and post test to both groups.

3. BACKGROUND INFORMATION

As indicated earlier many previous attempts were made to secure funding for a similar project over the past five years. Feeling very strongly about the issues of the potential for failing to fully develop our gifted and talented students and their future impact on our economic community, specifically as new business owners, we continued our funding requests.

In addition, in a review of our one year and five year follow-up surveys of our graduates it was found that many of them had gone on to open their own small business without having the benefit of preparation for this career choice at the secondary school.

According to the April, 1980 issue of Career World Magazine, "There are 10.4 million small businesses in the Country. They provide 58 percent of the total United States employment. More than 100 million Americans look to small businesses for their livelihoods". Small businesses are not small business, they are big business! And, in Ocean County small businesses are responsible for the bulk of our economic activity. Ocean County is not highly industrialized, and its survival depends upon the creation and growth of small service industries. It is extremely important that we develop entrepreneurs that will use their skills to create and cultivate small enterprises so that our County and State can continue to grow and prosper.

This project will develop the criteria for the identification and selection of vocational gifted and talented students who characterize a potential for successful entrepreneurship. The project will further develop the budding interest in the career option of entrepreneurship by creating, in a vocational setting, the simulations of real business world problems and solutions from initial planning of the small business to operation, growth, and continued success.

B. BODY OF REPORT

1. PROCEDURES USED

The following procedures were implemented in order to accomplish the previously stated objectives:

a. A teacher/coordinator was hired to act as the Project Coordinator, conduct the required research, teach the course, and prepare the program evaluations.

b. Research material was gathered concerning the identification and selection of gifted and talented students in general. This material was reviewed and applied to our specific requirements. That is, how could we identify a gifted and talented vocational student for the primary purpose of discovering potential entrepreneur talent. The main source of this research material was found by searching ERIC. (Educational Resource and Information Center) and the New Jersey Vocational Education Resource Center in Old Bridge, New Jersey, (VERC).

c. Having summarized the above data we then developed our criteria for nomination of candidates to be considered for placement in the program.

d. Through group meetings with all faculty members at each center and individual meetings with each teacher we outlined the purposes and objectives of the research project. We continually emphasized the fact that only twenty students would be selected for the program and an additional twenty students would be placed in a control group to take the pretest and post test.

e. We also researched for available course materials and methods searching not only ERIC and VERC but we wrote to all fifty states to request information from the State Supervisors of Trade and Industrial Education. More than fifty percent of them responded to the request.

We intended to use the PACE materials (Program for Acquiring Competence in Entrepreneurship), but our search uncovered other materials that appeared to be more appropriate to our needs. The resulting material which developed from a core text was supplemented by many of the other materials including PACE.

f. A classroom was selected and the pretest was administered to the selected treatment and control groups.

g. Fifteen once per week meetings were scheduled and a variety of instructional methods were utilized to present the entrepreneurship skills - how to open and manage a small business. The teaching methods used were lecture presentations supplemented by audio-video aids, guest speakers, student interaction and discussion, and two game simulations concerning business location and pricing techniques. The classroom itself was arranged as a business seminar in a U-shaped conference room atmosphere. This included providing coffee, tea and juice for students to move about the conference room during the two and one-half hour sessions at their option.

h. A post test was administered at the conclusion of the classroom presentation to both the treatment and control groups (same as pre-test).

i. A luncheon was held at the end of the program on May 31, 1984 to honor the participants and to disseminate the results of the program to vocational administrators from other districts.

2. Findings

a. Identification and selection for the program

Our findings concerning the first major objective - identifying the gifted and talented vocational student - were based upon examining and reviewing current literature on the subject. A wide assortment of materials were gathered and are listed in the bibliography. An excellent summary was presented in a small pamphlet distributed by the National Education Association called "Gifted and Talented Students - What Research Says to the Teacher" by Frederick B. Tuttle, Jr.. The elements on which we were able to concentrate were based on the summary and encouraged us to:

(1) Recognize that our identification procedure be tied to the program for which the students were being identified.

(2) Understand that our identification should be a two stage process from general selection to specific selection from the general group.

(3) Agree that admission to the program should be based on an indication of potential, not on an average of test scores or accomplishments.

(4) Spend as much time as possible with instructors to train them how to select candidates for the program.

Our selection criteria started with nominations from the classroom teacher. They were asked to review their current students and find those who, in their opinion, have the potential to make a go of their own business. Evaluation should include those students who have demonstrated skills in the vocational area and additionally, demonstrated in the classroom, strength in many of the successful entrepreneur characteristics. It was necessary for the instructor to consider the students ability to not only take on the additional responsibility for the new course material but to also be able and willing to make up all vocational classroom assignments and projects missed while attending the one day a week program, (See appendix I).

The nominated students were asked to complete a "Student Survey" that would identify those students who wanted to participate, felt they had the necessary qualifications for the program, and had an interest in opening their own business, (See appendix II).

Interestingly, of the 106 nominations, 101 students wanted to participate, so our next task became one of identifying specific selection from our general selection. We found a means to evaluate all candidates on the basis of being a Prime, Good, Fair or Poor candidate considering four major criteria and the rating in each of those areas, (See Appendix III).

The first area was in Vocational Grades achieved in the first year of the vocational program granting a score of 1 for an A final; 2 for a B final; 3 for a C final; and a 4 for a D or F final grade. For those candidates who were participating as a senior in a one year vocational program with no previous related vocational courses we used their overall grades at their home high school.

The second criteria was based on Entrepreneur Characteristics. The students' self-evaluation on twelve major entrepreneur characteristics ranging from a 1 for the statement being "Very True" to a 5 for being "Very False". The possible range of scores were from 12 to 60. Scoring ranges were given as follows: 1 for 12 to 18; 2 for 19 to 27; 3 for 28 to 38; and 4 for 39 to 60.

The third criteria scoring related to the students' school year and scoring ranges were as follows: 1 for 12th grade students; 2 for 11th grade but in 2nd year of vocational program; 3 for 11th grade and in 1st year of two year vocational program; 4 for 10th grade student.

Our final criteria scoring was granted on the basis of any family members currently in their own business. A 1 for yes and a 2 for no.

In this way a Prime candidate would be a student whose overall scoring in the four areas was either a 4 or 5; Good a 6 or 7; Fair an 8 or 9; and Poor 10 to 14. Also no candidate could be penalized for weakness in any one area and we agreed to select as finalists only the Prime and Good Candidates. As can be seen in the attached candidate scoring (See appendix IV), even eliminating the four post secondary students from eligibility for the program, we had 83 candidates from which to select our twenty students for the treatment group and twenty for the control group.

We then decided on choosing the twenty students for the program to correlate to the center student body size and total nominations by center. Thus, seven would be selected from the Brick Center, five each from the Jackson and Toms River Centers and three from the Ocean Center. We also intended to provide for the broadest possible representation of our thirty trade areas. A further decision was made to take only PM students who also had available transportation from their home high school to our Brick Center, where we would conduct our once per week meetings. The project coordinator then recommended the names of the twenty students with alternate names for final approval by the project committee consisting of the four center principals, project director and project coordinator. Since we had to place twenty students in our control group and we had the existing constraints of several AM students and students with unavailable transportation to our Brick Center it was most appropriate to use as many of those students for the control group by matching them as closely as possible with each student in the treatment group. As far as possible the matches attempted to be by sex, vocational center, trade area, trade instructor and candidate

scoring strengths. This was completed before administering the pretest and included several alternates to account for drop outs. The ideal method we recognized would have been to establish the pairs and then randomly select A or B for each group, but due to the built in constraints we felt that this approach would not seriously affect the statistical analysis of the findings.

b. Selection of Instructional Materials and Methods

The original project request was for paid consultants to teach the course using the 18 core modules of the PACE program (Program for Acquiring Competence in Entrepreneurship). Hiring of outside consultants was not funded and this role was assumed by a newly hired teacher/coordinator. The project coordinator conducted a search of ERIC, VERC, state and local educators, and also requested information from the State Supervisors of Trade and Industrial Education in all fifty states, (See appendix V). Local libraries, the Chamber of Commerce, CORE, and the U.S. Small Business Administration in Newark, New Jersey were also contacted for curriculum materials. Everyone was most helpful and provided valuable input. We accumulated a wide assortment of materials and ideas to teach entrepreneurship. It was decided by the coordinator to use a well written basic presentation found in the text "Getting Down to Business, "What's It All About?" by Carolyn McFarlane, May 1981, (See appendix VI). This core module was ideally suited to our needs in that:

(1) The reading level was appropriate for our students.

(2) Cost was ten dollars per copy versus thirty five dollars for each of three levels and eighteen units of the PACE Program.

(3) It came with its own quiz to be used as an assesment instrument.

(4) It provided goals and objectives for each of 15 lessons.

(5) Each lesson had a case study, individual and group activities and discussion questions with a teachers outline.

(6) It was supported by 36 additional business specific modules.

(7) It provided a resource guide of existing entrepreneurship materials.

If it had any draw backs one might be the lack of a glossary of business terms. The core text was then supplemented by incorporating many of the materials and methods found during our search. For instance, we did find a good annotated glossary of business terms used by the Small Business Administration. Several excellent films, film strips and VHS video tapes were located at VERC. Additional mini problems in entrepreneurship for class discussions were located and used, (See bibliography, Holt, N., Vol. 4). Volunteer guest speakers from local businesses provided business specific professional advice in their professional areas of expertise such as law, insurance, banking and accounting, (See appendix VII). The most significant and exciting supplement to the program came from two business simulation games for real hands-on activity by small group participants,

(See bibliography, Holt, N., Vol. 3). One game provided a simulation experience in finding the right location for a specific type of business with ten to twelve particular needs. This required choosing one of nine locations that best satisfied those business profile needs and information could be gathered from ten different sources. Game two was a continuation of game one in that the location chosen helped determine the sales prospects. Of three basic product groupings the right price had to be found for each one that maximized profits and covered fixed and variable costs.

Since this was a unique program for the gifted and talented, and our participants were vocational students who were accustomed to lab and shop hands-on activities it was decided to depart from the typical classroom arrangement for lecture presentations. The classroom was arranged as a business conference complete with U-shaped table arrangement. Refreshments provided for natural breaks and/or self directed breaks on the part of the students. Students were provided with name tent cards and these were randomly placed during the first few sessions. Latter sessions required students to pick up their own name card and choose their own place. This approach encouraged faster group cohesiveness and easier group interaction and discussion. For the game sessions the students were randomly selected for one of six teams of three partners each to work together to solve the business problems at hand. This activity created excellent small group interaction and the competitive spirit soon took hold to find the best location and right price. The games provided an excellent opportunity to experience real life business conditions without risking personal finances or bankruptcy.

c. Evaluation instrument to assess skills taught

As indicated above the core text included its own quiz that could be used as an assessment instrument, (See appendix VIII). The quiz provided twenty questions with fifty four answers most of which were fill-in type responses. There were six multiple choice questions, eight matching and one where the order of four steps in a business plan needed to be arranged. This instrument provided for a broad range of acceptable answers and a student could draw on not only classroom learning but personal life experiences as well. In this way the program teacher could determine what areas were weakest and spend less time on subject matter that all of the students understood. Our initial concern was to measure the improvement of the treatment group. However, we did expect the control group to evidence some improvement since the subject matter was of concern and interest for all students and questions on the pretest could excite sufficient interest to cause self study - as it did in fact do in one case. During the course of regular vocational classroom instruction the subject matter of opening your own business is discussed on a regular basis. These learning situations develop naturally from student questions or by the teacher relating life experiences in the trade. As will be shown in the interpretation of findings, both groups did evidence significant gains considering their average starting points. The quiz questions required the student to master most of the objectives of each unit of study and therefore served very well as an evaluation instrument.

3. INTERPRETATION OF FINDINGS

a. Identify and Select Gifted and Talented Students

We now feel confident that our four basic criteria for selection for the program are appropriate areas for consideration. Vocational Grades, Entrepreneur Characteristics, School Year, and Family in Business are the four areas and weakness in any one area will not exclude a good candidate from the program.

In spite of the research warnings not to use teachers to nominate candidates because of their proven inability to identify "Gifted and Talented" individuals we feel this is the best choice for several reasons. We agree that teachers cannot specifically identify the "gifted" if in fact that term is restricted to high I.Q., superior math, or superior language skills. However, research suggests that even this can be over-come by proper training of the teacher in the identification process. Furthermore, our term for "Gifted and Talented" was explained to the teacher as a student who has demonstrated exceptional skills in their vocational subject just as a musician or artist may be considered gifted and talented. The typically academic oriented acceleration programs usually call for criteria of I.Q. scores in excess of 130 and/or math and verbal scores in the nineties. Our students, the teachers were told, need not be excluded on that basis since these scores were not part of our selection criteria. The teachers and administrators for the most part did an excellent job of nominating since not one of the 106 nominees proved to be a "poor" candidate and only fourteen of them were found to be "fair" candidates. That screening process proved very successful when one considers a student population of almost 2,000, even when we subtract out three to four hundred pre-vocational and special education students. We have however revised our candidate evaluation tools used by the teacher to provide for more input on specific areas instead of only naming a candidate. This would force the teacher to make a decision on the strengths and weaknesses in each of many key areas of consideration and avoid the temptations of the "halo" affect, (See appendix I, Page 2).

One area that we were never able to completely overcome was the reluctance or resistance on the part of some instructors to release their "superstars". The exceptionally gifted and talented second year vocational students in some cases served as unofficial teaching assistants or provided the necessary emotional satisfaction for the instructor, a reason for teaching rather than using their trade skills in financially more rewarding endeavors. Some teachers also felt that fifteen or twenty one day a week absences for "any" student would be too much to overcome or that it may be in violation of some program's "required hours in instructions" for future licensing. A sentiment also voiced concerned the fact that there were so few seats available in the program since only twenty students would be chosen that it was not worth the effort. With additional selling effort, especially one-on-one persuasion, these areas can be resolved in a manner that is mutually beneficial especially for the gifted and talented student who desires to be in the program.

With the suggested changes mentioned above this project has developed an appropriate method for identifying gifted and talented students. And more particularly for discovering that unique group of gifted and talented vocational students who additionally exhibit many of the characteristics of successful entrepreneurs and are willing and eager to add this educational experience and opportunity to their secondary school accomplishments.

b. Selection of Instructional Materials and Methods

The attached Topical Course Outline (See appendix VII) represents our interpretation that this would be an excellent approach for anyone to use for a similar effort. To rely too heavily on any particular text or approach would deny the expected freedom for the teacher to supplement and utilize what would work best for a particular group. We would suggest that the user also review the materials listed in the bibliography. Without repeating our reasons for selecting the core text stated in our "Findings", part 2 above, we would add the convenience of the soft cover, 8½ X 11 inch, compact presentation of all the material. The text was distributed at the start of each class and collected at the end of the period. Halfway through the course the text was signed out by most of the students. At the end of each lesson, a handout was distributed highlighting the points covered and included additional supportive information that the students could maintain in their own notebooks. (See appendix IX) Each student was also provided with 35 free government pamphlets on many of the lesson areas. These were provided by the U.S. Small Business Administration office in Newark, New Jersey courtesy of Mr. Henry "Bud" Harra, who was also one of our guest speakers. (See appendix X)

Of all the methods used it became evident that variety and movement worked best for these vocational students who would not tolerate two and one half hour lecture sessions - even thirty minute stretches reached the limits of tolerance for most of the students who had become accustomed to lab and shop hands-on activity and freedom of movement in the larger vocational teaching environments. By interspersing as many of the materials and methods as possible in each and every meeting, natural breaks and movement were provided.

Almost any of the material found regarding entrepreneurship training would prove to be effective and useful given the awareness of the need for variety and movement. Some may prove to be too cumbersome or detailed for the desired end result of providing only an introduction to the skills of entrepreneurship presented in fifteen or twenty once per week meetings. Our preference is for greater use of the simulation games and acting out or open discussion of issues in management. This follows most nearly the basic philosophy of vocational education where we can teach the student, show the student and then allow the student to do and practice the lessons on their own, in a controlled, guided, self-discovery and peer supported sense of accomplishment.

c. Evaluation Instrument to Assess Skills Taught

The textbook selected, "Getting Down to Business, What's It All About", included its own evaluation instrument. We decided to use this as our pretest and post test. Our method for the pretest involved assembling all the students who were selected for the classroom treatment group and the control group into one room at each of the four vocational centers. Here we told them that we needed their help to gather information in an additional survey concerning their current awareness of business functions and responsibilities. At this point none of the students knew who was in which group. The results showed that the student average on the pretest was 66.588 for the treatment group ($\bar{Y}_c$). The overall mean pretest score for all 36 students who took both the pretest and the post test was 67.025, (See appendix XI). We used the recommendations and advice found in the U.S. Department of Health, Education, and Welfare booklet, "A Practical Guide to Measuring Project Impact on Student Achievement - Number 1" published in 1975. Considering our conditions for the project and the indicated common hazards in evaluation, we decided it was best to use "Model 2 - Analysis of Covariance" to determine the educational results of our project. The post test scores for the treatment and control group were converted to standard scores with the following results:

$\bar{Y}_t = 1.920$ and $\bar{Y}_c = 0.831$ and raw scores of $\bar{Y}_t = 93.439$ and $\bar{Y}_c = 72.678$.

Standard deviations of standard scores were $S_t = 1.957$ and $S_c = 0.950$.

Using the formula for the simple t test for the independent groups for post test difference, the t score was found to be 2.064. The one-tailed probability of a computed t of 2.064 is .0197 which is less than .05. Therefore, it can be said that the project produced statistically significant achievement gains. Since there was no difference between the groups on the pretest score, analysis of covariance was not necessary and the simple t test was appropriate for testing the post test difference.

4. DISSEMINATION ACTIVITIES

Dissemination took several forms. Periodic reports of our progress were made available to the staff of the Ocean County Vocational Technical School and to other interested parties including local and regional newspaper releases with photographs.

A dissemination luncheon/honor certificate awards presentation was held in May for the purpose of reviewing the progress in the development of our program and its results, (See appendix XII).

Various educators within the state of New Jersey were contacted for their opinions and advice. As a result there have been numerous inquiries and requests for information and materials from those who are currently involved in similar gifted and talented programs.

An interim report was submitted to the Division of Vocational Education in the Spring of 84. This document is our final report for the 1983-84 school year.

5. SEX BIAS AND SEX ROLE STEREOTYPING

Since the Ocean County Vocational Technical School is constantly striving to eliminate sex bias and sex-role stereotyping, great care was taken to encourage participation of students without regard to sex. Nomination and selection criteria do not include consideration of sex or sex role stereotyping.

Instructional materials were selected for all content areas regardless of the sexual make up of the class. In addition, these materials were selected because they were written in a manner disigned to discourage and avoid sex bias and sex role stereotyping.

C. SUMMARY

1. CONCLUSIONS

From our available pretest and post test statistical evaluation it is apparent that this program did produce statistically significant achievement gains, (See appendix XI). In addition, summary composites of the student evaluation forms compl ted at the end of each class and at the end of the course by the parti ipating students indicate that they too found the program interesting, in ormative and enjoyable. Most students indicated that fifteen weeks were not sufficient to cover all they wanted to know, (See appendix XI I).

The most significant result of this program has been the development of criteria for identifying and selec ing vocational gifted and talented students. We have also found verific tion of the long held belief that gifted and talented vocational studen s do exist and that they want their skills, talents and abilities recogni ed, challenged and expanded. Over ninety five percent of the candidates nominated volunteered to participate in the program and there was great di appointment on the part of those students who were not selected to attend the classes.

From our research it is also too obvious that not only are entrepreneurs a major county, state and national economic resource, their failure rate is appallingly high due mostly to incompetance in the areas of management skills and inadequate financing. This program, although designed as only a basic introduction to entrepreneurship, is intended to excite sufficient awareness and interest for the self-directed search for knowledge and acquisition of required skills on the part of the budding self-employment career oriented vocational high school student.

The interest shown in this project within the Ocean County Vocational Technical School's staff and student body also expanded to include other vocational districts as well. The enthusiasm of all who participated was very much in evidance, especially on the part of our visiting professional business community guest speakers. The unique marriage between vocational education and the business world became more than a dream - it became a reality!!

2. RECOMMENDATIONS

As a result of the positive impact of our program upon our teachers, participating students and the business community, it is highly recommended that the program be continued and expanded within our vocational school district. This report is a tool which can be utilized by others as a starting point for helping gifted and talented vocational students expand and more fully utilize their potential.

Student competence is the goal of all. The assumption of responsibility for student success by all those involved in the program has illustrated to us that the teaching of entrepreneurial skills is not something to be left to chance discovery by the student.

We all have a selfish share in our student's futures and our own economic well being. It is recommended that this report be looked upon as a starting point for our district and the development of the "Wagon Wheel" to serve as a model for other district's development of similar efforts for their own gifted and talented vocational students.

3. ACTION TAKEN

At their June 1984 meeting the Ocean County Vocational Board of Education approved funding for the continuation and expansion of this program for the 1984-85 school year. The program will be offered at each of the four vocational centers for both morning and afternoon Gifted and Talented Vocational students and has been expanded to eighteen meetings. As our program is enhanced or modified interested educators may contact our teacher/coordinator, Mr. Richard C. DeMaria at our Toms River center at (201 - 349-8425), to receive any information about this program you may call or write "Rick" DeMaria, who will share his experiences with you.

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APPENDIX

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APPENDIX I

Old Freehold Road and Bey Lea • Toms River, N. J. 08753 • 201-349-84

M E M O R A N D U M

TO: All OCVTS Instructors DATE: 12 December 83

FROM: Rick DeMaria - Business Management Coordinator
Toms River Center 201 244-1122

SUBJECT: Student Survey and selection for the Small Business Management RFP Project (Entrepreneurship Training)

The attached student survey represents a brief overview of the project and the selection criteria. The survey serves as a student self-evaluation tool and indicates which students would prefer to take the course.

As a vocational instructor you have greater exposure and experience with the real world of the small business owner. That is why we are asking for your nominations for students who, in your opinion, have the potential to make a go of their own business. Please evaluate your senior students who demonstrate strength in many of the entrepreneur characteristics (see items 1 through 12 on the survey). Then select from two to five students whom you would recommend for the program. Ask each of the selected students to fill out a survey and return it to you. Please forward the completed surveys to your center principal on or before Friday December 16, 1983.

Thank you for your support in this project. If you have any further comments or questions please do not hesitate to call me at the Toms River Center at 201 244-1122 or 349-8425.

INSTRUCTOR_____ CENTER_____

STUDENTS RECOMMENDED _____

_____

_____

_____

_____

INSTRUCTOR NOMINATION FORM FOR ENTREPRENEUR TRAINING

NAME OF CANDIDATE_____

VOCATIONAL CENTER_____HOME HIGH SCHOOL_____

VOCATIONAL PROGRAM THIS YEAR_____LAST YEAR___ _____

GRADE LEVEL OF CANDIDATE_____ CLASS: AM_____ PM_____

I think this candidate has the background to participate in the Gifted and Talented Entrepreneurship Training Program because this student has demonstrated some or all of the following attributes and characteristics and in my opinion could make a go of a small business sometime in the future. (circle the most accurate description of this candidate)

GENERAL GIFTED AND TALENTED ATTRIBUTES	EXCEPTIONAL	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
1. High levels of intellectual functioning-----	1	2	3	4
2. Insatiable inquisitiveness/inventiveness----	1	2	3	4
3. Self-directed behavior----------	1	2	3	4
4. Achievement (shop/academic/VICA/other)------	1	2	3	4
5. High interest in specific or multiple areas-	1	2	3	4
6. Superior problem solving ability----------	1	2	3	4
7. High level of task commitment----------	1	2	3	4
8. Attendance----------	1	2	3	4

ENTREPRENEUR CHARACTERISTICS

1. Drive----------	1	2	3	4
2. Persistance----------	1	2	3	4
3. Energy----------	1	2	3	4
4. Curiosity----------	1	2	3	4
5. Confidence----------	1	2	3	4
6. Boldness----------	1	2	3	4
7. Independence----------	1	2	3	4
8. Imagination----------	1	2	3	4
9. Sociability----------	1	2	3	4
10. Creativity----------	1	2	3	4
11. Leadership----------	1	2	3	4
12. Good health----------	1	2	3	4

Comments:_____

_____

_____

_____

_____
Instructor Signature

_____
Principal Signature

APPENDIX II

STUDENT SURVEY

NAME_____

GRADE 10 11 12

VOCATIONAL SUBJECT_____

CENTER TR BRK JACK OCEAN

CLASS _____ AM or _____ PM

INSTRUCTOR_____

This survey is being used to select candidates for a new one day per week course in managing your own business. The course will start in January and end in May. Approximately twenty students will be selected who: 1) have demonstrated exceptional skill in their vocational subject, 2) have the characteristics needed for success in running their own business, and 3) have been nominated by their instructor or principal.

This pilot program is being developed through a grant to create a course that can be used in vocational schools throughout New Jersey. The program will provide high school students in vocational classes with an introduction to the career option of small business ownership. Students will learn about the basic management skills required for successful operation of a small business. Topics will include: getting money to start, advertising and selling, choosing a location, setting prices, financial records, organizing the work and being in charge.

Classroom activities will center around student interaction and discussion of the various business management functions and responsibilities of the owner of a small business. Guest speakers will interact with students and share ideas on managing a business.

Indicate your appropriate choices below:

A. Are any family members now in their own business? Yes___ No___
B. Have you considered opening your own business as a career option in the future? Yes___ No___
C. Would you want to know more about the characteristics of people who do open their own business? Yes___ No___
D. Would you want to know more about the skills needed to be in business for yourself? Yes___ No___
E. If selected, would you attend a workshop to explore these ideas one vocational period per week? Yes___ No___

For each statement below indicate how you would describe yourself on the following scale. The statement concerning me is 1) Very True 2) Mostly True 3) 50/50 True and False 4) Mostly False 5) Very False. Circle the most accurate description of yourself as <u>you</u> see or feel about yourself.

I have or demonstrate:	VT	MT	T/F	MF	VF
1. Drive.....	1	2	3	4	5
2. Stick-to-itiveness.....	1	2	3	4	5
3. Energy.....	1	2	3	4	5
4. Curiosity	1	2	3	4	5
5. Confidence.....	1	2	3	4	5
6. Boldness.....	1	2	3	4	5
7. Independence.....	1	2	3	4	5
8. Imagination.....	1	2	3	4	5
9. Sociability.....	1	2	3	4	5
10. Creativity.....	1	2	3	4	5
11. Leadership.....	1	2	3	4	5
12. Healthiness.....	1	2	3	4	5

CANDIDATE APPLICATION FOR

GIFTED AND TALENTED ENTREPRENEURSHIP TRAINING PROGRAM

NAME_____
CENTER TR BRK JCK WRTN
VOC SUBJECT_____
INSTRUCTOR_____

HOME HIGH SCHOOL_____
GRADE 10 11 12
VOC CLASS: AM____ PM____

This survey is being used to select candidates for a new and exciting one day per week course in managing your own business. The course will run approximately 20 weeks at every center both AM and PM sessions.

Students will be selected for the program who: 1) have demonstrated exceptional skills in their vocational subject, 2) have the required general attributes of gifted and talented students 3) have the personality characteristics needed for success in running a small business and 4) have been nominated by their instructor or principal -(which is their opinion that you do possess items 1, 2, and 3).

This special program will provide an introduction to the career option of small business ownership. Students will learn about the basic skills required for successful operation of a small business. Topics will include: Getting money to start, Advertising and Selling, Choosing a location, Setting prices, Financial records, Organizing the work and Being a manager in charge of other people.

Classroom activities will center around student interaction and discussion of the various business management functions and responsibilities of the owner of a small business. Guest speakers will share professional business advise in the areas of banking, law, insurance and accounting. Simulation games will provide hands-on activity in selecting a location, setting prices, purchasing and operating a small business.

Are any family members now in their own business? Yes____ No____
Have you considered opening your own business as a career option in the near or distant future? Yes____ No____
If selected, would you agree to actively participate in class to explore the above subjects for one vocational period per week? Yes____ No____

For each statement below indicate how YOU would describe yourself on the scale 1 to 5. The statement concerning me is 1) Very True, 2) Mostly True, 3) 50/50 True-False, 4) Mostly False, 5) Very False. Circle the most accurate description of yourself as YOU see or feel about yourself.

I HAVE OR DEMONSTRATE:	VT	MT	T/F	MF	VF
1. Drive.....	1	2	3	4	5
2. Persistance.....	1	2	3	4	5
3. Energy.....	1	2	3	4	5
4. Curiosity.....	1	2	3	4	5
5. Confidence.....	1	2	3	4	5
6. Boldness.....	1	2	3	4	5
7. Independence.....	1	2	3	4	5
8. Imagination.....	1	2	3	4	5
9. Sociability.....	1	2	3	4	5
10. Creativity.....	1	2	3	4	5
11. Leadership.....	1	2	3	4	5
12. Good health.....	1	2	3	4	5

_____
Candidate Signature

CANDIDATE STRENGTHS FOR SELECTION SCORING

CANDIDATE CATEGORY:	PRIME	GOOD	FAIR	POOR
SCORE LEVELS:	1	2	3	4
CATEGORY RANGES				
VOCATIONAL GRADES:	A	B	C	D & F
ENTREPRENEUR CHARACTERISTICS:	12 - 18	19 - 27	28 - 38	39 - 60
CLASS LEVEL:	Senior	Jr. & 2nd Yr. Voc.	Jr. & 1st Yr. Voc.	Soph. & Freshman
FAMILY IN BUSINESS:	Yes	No	-	-
TOTAL SCORE RANGE:	4 - 5	6 - 7	8 - 9	10+

APPENDIX III

APPENDIX IV

CANDIDATE SCORING

CENTER	PRIME	GOOD	FAIR	POOR	POST SECONDARY	TOTAL
Brick	8	22	5	0		37
Toms River	6	22	1	0	1	30
Jackson	3	15	6	0	0	24
Ocean	5	7	2	0	1	15
TOTALS	22	66	14	0	4	106

POST SECONDARY STUDENTS	4
WOULD NOT ATTEND	5
FAIR OR POOR CANDIDATES	14
*REMAINING ELIGIBLE CANDIDATES	83

*NOTE: It was from this group of 83 candidates that the twenty treatment and twenty control students were selected.

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BRICK CENTER
922-0050

		Vocational Grades Office	Final	Career Planning Characteristics	Family in Business	AM	PM
	Mc Ginn, George	CABB	B	93000 15	✓	✓	
	Fugard, [illegible]	[illegible]	A	44400 24	✓	✓	
	Dawson, Jeanne	Wd VOE	A	17400 27	✓		✓
–	Lovero, Susan	Wd VOE	B	55200 21	✓		✓
✓	Swanson, Sian	BAAA	A	14100 24	✓		✓
–	Helmstetter, Ray	CCCB	C	66400 18	✓		✓
	Redepenning, Gayle	BBBB	B	64200 20	✓	✓	
–	Patierno, Dawn	BCCB	B	75000 17	✓	✓	
✓	Favine, Cindy	BCCB	B	84000 16	✓		✓
	LaPenta, Janis	BCCD	C	75000 17	✓		✓
✓	Hernandez, Ray	CDBA	A	21000 22		✓	✓
	DeFeis, Scott	DCCC	C	63900 33		✓	
–	Byrnes, Bob	CCCA	A	65100 19		✓	✓
	Svorones, Michael	CBCB	B	17700 30		✓	
	Hughes, Nancy	P.S.		46200 22	✓	✓	
–	Kurc, Laura	BBBB	B	65000 16		✓	✓
–	Woolley, Christine	BBBA	B	08300 25		✓	
	Haam, Dawn	[illegible]	B	11100 14		✓	
✓	Pagarigan, Colleen	[illegible]	B	10100 15	✓		✓
	Nowag, Kimberly	[illegible]	B	11900 18	✓		✓
–	Ferrara, Lisa	[illegible]	A	11000 17	✓		✓
	Milner, Susan	[illegible]	A	11000 15	✓		✓
	Black, Kerry	[illegible]	A	11100 18	✓		✓
✓	Peltier, Paul	AAAA	A	93000 15	✓		✓
	Preuster, Karyn	BBBB	B	75000 17	✓	✓	
	Truex, Tammy	CCBB	B	75000 17		✓	✓
	Marino, Richard	[illegible]	B	12000 12	✓	✓	
	Mari, Vincent	[illegible]	B	12000 12	✓	✓	
	Parker, Richard	[illegible]	B	36300 24		✓	✓
–	Vulgamore, Dave	[illegible]	B	23100 17	✓		✓
✓	Valladares, Raymond	ACCD	C	12000 12	✓		✓
	Zulewski, Diane	[illegible]		10200 14	✓	✓	
–	Keats, Scott	ABCC	B	11200 13		✓	✓
–	Hales, Curtis	ACBA	A	93000 15		✓	✓
–	Olsson, John	[illegible]		53400 21		✓	✓
	Peters, Charlie	[illegible]		42400 24		✓	✓
	James, Sharon	CBBD	B	16500 22		✓	✓

Sending High School # ADV	Vocational Subject	Sex M	Sex F	Class 11	Class 12	Re Test	PR Test	Computer Score VECF
2 BHS	Coml Art	✓			✓			2111
14 TRE	Coml Art	✓			✓			1211
15 TRE	Coml Art		✓	✓				1222
4 CRHS	Coml Art		✓		✓	64.9	–	2211
9 BHS	Coml Art		✓		✓	46.3	100	1212
3 BMHS	Architect II	✓		✓ 2 yrs		35.2	40.5	3121
16 TRS	Int Design		✓		✓			2212
16 TRS	Int Design		✓		✓	74.1	81.5	2111
2 BHS	Int Design		✓		✓	10.4	96.3	2111
4 CRHS	Int Design		✓		✓			3111
13 SORFG	Bldg Trad	✓		✓ 2 yrs		83.3	92.6	1222
5 SRHS	Bldg Trad	✓			✓			3312
2 BHS	Bldg Trad	✓		✓ 2 yrs		50.0	42.5	1222
5 SRHS	Bldg Trad	✓			✓			2312
P. S.	Beauty Cul II		✓	P.S.				PS
3 BMHS	Beauty Cul II		✓		✓	81.5	–	2112
11 PPBRD	Beauty Cul II		✓		✓	67.8	–	2212
11 PP BRD	Med Asst		✓		✓			2112
10 PP Beach	Med Asst		✓		✓	76.0	92.6	2111
2 BHS	Med Asst		✓	✓				2131
2 BHS	Med Asst		✓	✓		66.7	63.0	1131
8 MHS	Med Asst		✓	✓				1131
2 BHS	Med Asst		✓	✓ 2 yrs				1141
3 BMHS	Ac Ref	✓			✓	85.2	96.3	1111
14 TRE	Child Stu		✓		✓			1211
11 PPBRD	Child Stu		✓		✓			2112
2 BHS	Baking	✓		✓				2131
11 PPBD	Baking	✓		✓				2131
7 LKW	Baking	✓		✓				2232
2 BHS	Baking	✓		✓ 2 yrs		46.3	37.1	2121
4 SoRay	Baking	✓			✓	26.0	88.9	3111
P.S.	Beauty Cul I		✓	Ret. Family				PS
7 LKW	Food Svc	✓			✓	79.7	79.7	2112
5 SRHS	Food Svc	✓			✓	54.2	68.6	1112
4 BHS	Food Svc	✓			✓	27.0	88.9	2112
8 BMS	Food Svc	✓		✓				1112
6 LAY	Food Svc		✓		✓			2112

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V E F C

	TOMS RIVER CENTER 349-8725	VOCATIONAL GRADES GPAS	ENVIRONMENT CHOICE	FAMILY IN BUSINESS YES	NO	AM	PM
✓	MILLER, CAROLYN		3 5 4	✓		✓	✓
	COOK, CHERYL		5 7	✓		✓	
	~~CAMPBELL, LORRAINE~~					✓	
-	SCHAFFER, BARBARA		3 4 5		✓	✓	
	WILSON, KELLY		7 3 2		✓		✓
✓	MOZART, WALLACE	C B A	8 3 1		✓		✓
-	POMEROY, MICHAEL	B A A	1 0 2		✓	✓	
	MURRAY, EDWARD	B B B	9 3		✓	✓	
	FAOWE, MICHAEL	C B A B	8 9		✓	✓	
	SHUMAKER, TOM	C C B C	6 5 1	✓		✓	
-	MAINA, PAUL	B A A A	4 8	✓		✓	
	LUCAS, SCOTT	B B C A	8 N 2		✓	✓	
✓	CAMPBELL, JEFF	C B B B	5 7		✓		✓
	STODDARD, MICHAEL	C C C C	6 6		✓		✓
	ANGSTER, WALTER	B B C	5 5 2 0	✓		✓	
-	SIMPSON, ERIC	B B B B	3 5 3 1		✓	✓	
	BROBST, KARL	B A C D	5 5 2	✓		✓	
	RENDINELLI, MARK	B A A A	2 3 4 3	✓		✓	
-	OTT, RAYMOND	C B B C	8 4		✓		✓
✓	CUTLER, RICHARD	A B B C	3 7 2		✓		✓
	MASSARI, EDWARD	A A A A	6 6		✓	✓	
	KENNY, SCOTT	B A A B	6 6	✓		✓	
	DRAGE, RAYMOND	A A A A	6 6		✓	✓	
-	PALLANTE, DARLENE	[illegible]	6 4 2	✓			✓
	HORN, DIANA	C C B C	?				✓
	HUGHES, NANCY	[illegible]	8 4		✓	✓	
	ROBERTS, JAMES	[illegible]	1 7 4	✓			✓
✓	CORDES, KURT	B A A A	2 5 3 2	✓			✓
	HEINRICKS, KEITH	C B A C	3 4 1	✓			✓
	WILLIE, CHRIS	D B A A	[illegible]	✓			✓
	~~LIETZ, CRAIG~~	[illegible]	?	?			✓
	~~KASSOA, RON~~	NO CARD	?	?		✓	
	BOND, GEORGE	C B A A	D 6 6	✓		✓	

SENDING HIGH SCHOOL #	ABV	VOCATIONAL SELECT	SEX M	SEX F	CLASS 11	CLASS 12	[illegible]	[illegible]	CANDIDATE SCORES V E C F
4	CRHS	DENTAL		✓		✓	72.2	98.2	2 2 1 1
M	TRE	DENTAL		✓		✓			2 2 1 1
6	LACY	DENTAL		✓		✓			2 2 1 1
14	TRE	ADV MED		✓		✓			1 ? 1 ?
10	PPBB	ADV MED		✓		✓	61.9	67.0	2 2 1 2
									1 2 1 2
2	BHS	AUTO BODY	✓		✓		26.0	90.8	1 1 2 2
15	TRN	AUTO BODY	✓			✓	61.1	62.0	1 1 1 2
15	TRN	AUTO BODY	✓			✓			2 1 1 2
15	TRN	AUTO BODY	✓			✓			2 1 1 2
15	TRN	AUTO BODY	✓			✓			3 2 1 1
16	TRS	BLDG TRAD	✓			✓	67.6	90.8	1 2 1 1
14	TRE	BLDG TRAD	✓			✓			2 2 1 2
15	TRN	BLDG TRAD	✓			✓	63.0	90.8	2 2 1 2
5	JMHS	BLDG TRAD	✓			✓			3 1 1 2
16	TRS	WELDING	✓			✓			3 2 1 1
6	LACY	WELDING	✓			✓	59.3	63.0	2 2 1 2
14	TRS	TV-COM	✓			✓			2 2 1 1
15	TRN	TV-COM	✓			✓			2 3 1 1
13	SO Reg	DES DRAFT	✓			✓	70.4	85.2	3 1 1 2
8	MHS	DES DRAFT	✓			✓	83.3	100.0	1 2 1 2
14	TRE	DES DRAFT	✓			✓			1 1 1 2
14	TRE	DES DRAFT	✓			✓			2 1 1 1 S
6	LACY	DES DRAFT	✓			✓			1 1 1 2 S
5	JMHS	PHOTO		✓		✓	76.0	77.8	2 2 1 1 C
	PS	PHOTO		✓	PS				P S
6	LACY	PHOTO		✓		✓			3 3 1 2 S
5	JMHS	PHOTO	✓			✓			2 2 1 1 C
8	MHS	AUTO BODY	✓			✓	61.1	96.3	1 3 1 1 C
4	CRHS	AUTO BODY	✓			✓			2 2 1 1 C
7	LAKE	AUTO BODY	✓			✓			1 1 1 2 S
5	JMHS	DIESEL	✓		✓				
14	TRE	DIESEL	✓			✓			
14	TRE	ELEC	✓			✓			2 B 1 1

| | | | V | E | F | | |

APPENDIX V

ocean county vocational technical schools

Old Freehold Road and Hey Lea • Toms River, N. J. 08753 • 201-349-84

December 2, 1983

Mr. Charles E. Newton
State Dept. of Education
State Office Bldg., Room 816
Montgomery, AL 36130

Dear Mr. Newton:

I am writing to request your assistance in the development of a new educational program. I would appreciate any assistance or information you will send us relative to a similar program in one of your vocational high schools.

The Ocean County Vocational-Technical School has received a grant to develop a project entitled, "Ocean County Voc.-Tech. School's Model for Gifted and Talented Entrepreneurship Training Program". Our school operates under the shared-time concept in four area vocational centers with students attending half-day sessions five days each week. Their academic and other required or elective courses are taken at their home high school. There are sixteen home high schools which send students to the vocational centers.

The Program's goals will be to provide gifted and talented vocational high school seniors with an introduction to the career option of small business ownership and to explore the management skills required for successful operation of a small business. Twenty students selected from a class of approximately 500 students will meet one day per week at the vocational school site. Classroom activities will center around student interaction and discussion of the various business management functions and responsibilities of the owner of a small business. Guest speakers will be invited throughout the course for the students to share ideas with experts in the field.

Would you please send us copies of tools or test materials you have used to identify and select gifted and talented vocational students for an entrepreneurship training program, or tell us how we may obtain these test materials. In addition, would you send any information you have regarding resource material, curriculum outlines, films, slides or overheads that you have used.

Thank you for your cooperation.

Yours truly,

Richard C. DeMaria

Richard C. DeMaria
Coordinator

RCD:lc

GETTING DOWN TO BUSINESS
What's It All About?

Reorder No. ETC100C1

Carolyn McFarlane

May 1981

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THE VOCATIONAL STUDIES CENTER
University of Wisconsin-Madison
265 Educational Sciences Building
1025 W. Johnson Street
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OVERVIEW

The purpose of these Getting Down to Business modules is to provide high school students in vocational classes with an introduction to the career option of small business ownership and to the management skills necessary for successful operation of a small business. Developed under contract to the Office of Vocational and Adult Education, U.S. Department of Education, the materials are designed to acquaint a variety of vocational students with entrepreneurship opportunities and to help reduce the high failure rate of small businesses.

As the students become familiar with the rewards and demands of small business ownership, they will be able to make more informed decisions regarding their own interest in this career possibility. It is hoped that, as a result of using these materials, some students will enter small business ownership more prepared for its challenges. Others will decide that entrepreneurship is not well suited to their abilities and interests, and they will pursue other career paths. Both decisions are valid. The materials will encourage students to choose what is best for them.

These Getting Down to Business modules are designed to be inserted into ongoing high school vocational programs in the seven vocational disciplines--Agriculture, Distributive Education, Occupational Home Economics, Business and Office, Trades and Industry, Technical, and Health. They will serve as a brief supplement to the technical instruction of vocational courses, which prepare students well for being competent employees but which generally do not equip them with skills related to small business ownership. The modules are self-contained and require a minimum of outside training and preparation on the part of instructors. Needed outside resources include only those types of materials available to all students, such as telephone directories, newspapers, and city maps. No special texts or reference materials are required. For further optional reading by instructors, additional references are listed at the end of the Teacher Guide. An annotated Resource Guide describing especially valuable entrepreneurship-related materials is also available.

The module, Getting Down to Business: What's It All About? is the core module in this set of 36 modules. It may be used as an introduction to the other 35 business-specific modules in the program or as a supplementary reference for teachers. The module is aimed at giving students a vision of what small business ownership is and an introduction to essential entrepreneurial skills. Examples of businesses related to all seven vocational disciplines are provided, and a general discussion of management principles relevant to all small businesses is presented.

Once students have completed this module, they will have a general understanding of small business ownership. If desired, they may then select, from a list of 35 modules concerning specific businesses, a module related to the particular vocational discipline that interests them most. These 35 modules are all parallel in content and may be studied in any order. In the business-specific modules, students will learn more about

the nature of the specific business and the special traits of small business owners in this field. They will continue to explore the essential entrepreneurial skills introduced in the core module and will have an opportunity to apply these skills further to the specific business selected. Due to the introductory nature of this program, students will not actually participate in starting and operating a small business. They will, however, participate in small business activities relating to planning, decision making, operations management, and problem solving.

The core module provides definitions of small business and small business owner and many other important words relating to entrepreneurship. It describes the eight main skills required in starting and managing a small business. It outlines the steps that must be taken to start a business and to manage the various aspects of a business such as personnel, operations, purchasing, advertising, and recordkeeping. It presents various alternatives within small business ownership (such as being a self-employed owner with no employees, owning a partnership, and operating a franchise). It provides guidelines for business decision making and lists sources of professional services and business information. Methods of analyzing the "health" of one's business are also outlined, and guidelines for increasing sales and updating products and services are provided.

In the learning activities, students will review information presented in the text, relate it to businesses in their community, and make preliminary explorations into start-up and management skills. Specific application of entrepreneurial skills to realistic business situations is further emphasized in the business-specific modules.

Content Organization

Each unit of the module contains the following:

1. Divider Page--a page listing the unit's goals and objectives.

2. Case Study--a description of a particular small business owner who is making certain business decisions and plans or solving certain problems.

3. Text--four to five pages outlining business management principles introduced in the case study.

4. Learning Activities--three separate sections, including:

   a. Individual Activities--finding information given in the text or applying information in the text to new situations.

   b. Discussion Questions--considering broad issues introduced in the text; several different points of view may be justifiable.

   c. Group Activity--taking part in a more creative and action-oriented activity related to real-life small business ownership.

GOALS AND OBJECTIVES

Goal 1: To help you see what small business ownership is all about.

Objective 1: Define small business and small business owner.

Objective 2: Name at least three personal qualities you should have as a small business owner.

Objective 3: List at least five things you will have to do in running a small business.

Goal 2: To help you plan what your small business will be like.

Objective 1: List five steps to take in deciding whether to start a small business.

Objective 2: List four things to think about in choosing the products or services of your business.

Objective 3: List three advisors used by small business owners and one other source of business information.

Goal 3: To help you make decisions about buying, organizing, and licensing your small business.

Objective 1: Describe the three forms of business ownership.

Objective 2: Describe three types of business opportunities (ways of getting into business).

Objective 3: List two business permits that may be needed to start a small business.

Goal 4: To help you choose a business location.

Objective 1: List five things to think about in choosing a business location.

Objective 2: List four ways you can get information to help you choose a business location.

Goal 5: To help you plan how to get money to start your business.

Objective 1: List four sources of money to start your small business.

Objective 2: List three kinds of information you must give your banker to get a business loan.

Objective 3: Describe the five sections of a business description.

Objective 4: State the purpose of a statement of financial need and list its three parts.

Goal 6: To help you be a good "boss" in your small business.

Objective 1: List three steps you should take in organizing new workers.

Objective 2: List five steps you should take in hiring a new worker.

Objective 3: Describe several ways of keeping your workers happy.

Goal 7: To help you organize the daily work of your business.

Objective 1: List three main steps in doing the work of a small business.

Objective 2: Describe the purpose of the work order and the work schedule.

Goal 8: To help you buy and keep track of goods in your business.

Objective 1: List four decisions you must make when buying goods for your business.

Objective 2: List several things you should think about when choosing suppliers.

Objective 3: State the purpose of the purchase order and the inventory card.

Goal 9: To help you decide how to set prices for your products or services.

Objective 1: List five things to think about in setting prices.

Objective 2: In one sentence, state a basic guideline for setting prices.

Goal 10: To help you advertise and sell your products or services.

Objective 1: List six things to think about when planning your advertising.

Objective 2: Give several reasons why people buy.

Objective 3: List the five steps of good selling.

Goal 11: To help you keep track of money coming into your business.

Objective 1: List four reasons a small business owner should keep financial records.

Objective 2: State the purpose of the sales slip.

Objective 3: State the purpose of the customer account form and the customer billing form.

Goal 12: To help you keep track of money going out of your business.

Objective 1: List the two parts of a checkbook and the purpose of each.

Objective 2: List two types of business revenues and three common business expenses.

Objective 3: State the purpose of a daily cash sheet.

Goal 13: To help you keep track of the cash in your business.

Objective 1: List three ways of keeping your business successful.

Objective 2: State the purpose of a cash flow statement.

Goal 14: To help you study your business' finances and keep your profits high.

Objective 1: State the most important financial goal of any business.

Objective 2: Explain the purpose of the profit/loss statement, and list three of the main parts.

Objective 3: Explain the value of the profit ratio and expense ratio.

Objective 4: State two ways to increase your profit.

Goal 15: To help you decide how to change your products or services to keep your business up to date.

Objective 1: State two ways of increasing sales in your business.

Objective 2: List several ways of getting information to use in changing your business.

U.S.GPO:1981:791-772/257

ENTREPRENEURSHIP TRAINING PROGRAM

TOPICAL COURSE OUTLINE

GETTING DOWN TO BUSINESS - WHAT'S IT ALL ABOUT?

OVERVIEW:

The purpose of this course is to provide high school students in Vocational classes with an introduction to the Career Option of Small Business Ownership and to the management skills necessary for successful operation of a Small Business.

15 MAJOR TOPIC AREAS INCLUDE:

1. Being a small business owner
2. Planning a small business
3. Setting up a small business
4. Choosing a location
5. Getting money to start
6. Being in charge
7. Organizing the work
8. Buying and keeping track of supplies
9. Setting prices
10. Advertising and selling
11. Keeping records of expenses
12. Keeping records of revenues
13. Making sure you have enough cash
14. Keeping profits high
15. Keeping your business successful

RESOURCE MATERIALS

TEXTBOOK USED - "Getting down to business
What's it all about?
Carolyn McFarlane - May 1981

Reprinted and distributed by:
The Vocational Studies Center
University of Wisconsin - Madison
265 Educational Sciences Building
1025 W. Johnson Street
Madison, Wisconsin 53706
(608) 263-4357

OTHER TEXT RESOURCES USED

1. PACE - A Program for Acquiring Competence in Entrepreneurship - 18 units at 3 levels, 1980
   The National Center for Research in Vocational Education
   The Ohio State University
   1960 Kenny Road
   Columbus, Ohio 43210

2. Minding your own Small Business (3 Vols.) 1976
   Athena Corporation
   Bethesda, Md.

3. Small Business Management and Ownership (4 Vols.) 1979
   Holt, N. Schuchat, J. Regal, M.L. and Otto, J.
   Belmont, Ma.
   CRC Education and Human Development, Inc.
   available from U.S. Government Printing Office

4. 35 Various Topic Phamplets from the Small Business Administration

SCHEDULED GUEST SPEAKERS

1. Mr. William F. Malone II
   Executive Director
   "What is the Chamber of Commerce"
   Ocean County Chamber of Commerce
   48 Hyers Avenue
   Toms River, New Jersey 08753 (201) 349-0220

2. Henry "Bud" Harra and Tony Marino
   Business Management Specialists
   "How does the SBA help New Small Businesses"
   Small Business Administration
   60 Park Place
   Newark, New Jersey 07102 (201) 645-3831

3. Thomas V. Bailey
   Vice President
   "Applying for Credit to start a Small Business"
   New Business Development
   Garden State Bank
   Dover Mall Office - Route 37 & 166
   Toms River, New Jersey 08753 (201) 240-1100

4. David J. Connelly
   Attorney at Law
   "Legal Forms of Business Ownership"
   Berry, Kagan, Privetera and Sahradnik
   P.O. Box 757
   212 Hooper Avenue
   Toms River, New Jersey 08753 (201) 240-1100

5. John E. Meeker
   Vice President
   "Insurance Needs of the Small Business"
   Commercial Insurance Agency
   Broome Hourigan
   1279 Hooper Avenue
   Toms River, New Jersey 08753 (201) 349-2100

6. Bruce M. Bowe
   "Basic Records Required for the Operation of a Small Business"
   Accounting Firm
   Jump, Bowe and Walter
   200 Main Street
   Toms River, New Jersey 08753 (201) 240-7377

7. Dr. Robert E. Newman
   Assistant Superintendent of OCVTS
   "Small Computer Application to Basic Record Keeping"
   Ocean County Vocational Technical School
   Old Freehold and Bey Lea
   Toms River, New Jersey 08753

FILMS, FILMSTRIPS AND VHS VIDEO TAPES USED

1. "Owning and Operating your own Business" - 18 minutes filmstrip w/audio cassette
   Pathescope Educational Media, Inc.
   Available from VERC, Oldbridge, New Jersey

2. VHS Video Tape - 3 parts - 30 minutes each
   "More than a dream" - I. Being your own Boss, II. Raising the Money, III. Running a Business. Available from VERC, Old Bridge, New Jersey.

3. 16 MM Film - 20 minutes
   "If the Fergi Fits - Wear It"
   Available at VERC - Old Bridge, New Jersey

4. 16 MM Film
   "Business: What it's all about" - 18 Minutes
   Available at VERC - Old Bridge, New Jersey

5. "Making it Vocationally - Making it in your own Business"
   Two 20 minute filmstrips with audio cassette tapes
   Denoyer - Geppert Audio Visuals
   Available at OCVTS Resource Center, Toms River, New Jersey

APPENDIX VIII

What do you know about Small Business Management?

A student awareness survey concerning the functions and responsibilities of a small business manager.

NAME _____
CENTER _____
DATE _____

1. List three personal qualities a small business owner should have.

   a. _____ b. _____

   c. _____

2. List five major responsibilities that a small business owner has.

   a. _____ b. _____

   c. _____ d. _____

   e. _____

3. List three things you would want to find out about a location before deciding to open a business there.

   a. _____ b. _____

   c. _____

4. List three sources of money for starting a small business.

   a. _____ b. _____

   c. _____

5. In setting the price of a certain product, you should:

   a. Charge a little more than your competitor.
   b. Charge a little less than your competitor.
   c. Charge enough to cover your costs and expenses.
   d. Charge enough to make a profit.

6. The best advertising medium to use for a small <u>service</u> business is:

   a. The newspaper. b. The Yellow Pages. c. Radio d. Outdoor Billboard.

7. To make a sale, you first should greet the customer and then:

   a. Present the product to the customer.
   b. Encourage the customer to buy.
   c. Discuss prices of different products with the customer.
   d. Ask the customer questions.

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8. List three things you should study in order to decide what products and services to offer in your business.

   a. _____ b. _____

   c. _____

9. List four steps involved in hiring a worker.

   a. _____ b. _____

   c. _____ d. _____

10. List three things to think about when buying goods for your business.

    a. _____ b. _____

    c. _____

11. To record cash received from customers, you could use a:

    a. Customer account form. b. Business check. c. Sales slip.
    d. Customer billing form.

12. To find the amount left in your bank account, you could look at a:

    a. Business check. b. Check stub. c. Daily cash sheet.
    d. Statement of financial need.

13. Which formula can be used to figure out how much money you made in net profit in your service business?

    a. Revenues minus Expenses b. Expenses minus Revenues
    c. Revenues minus Cost of goods sold d. Profit divided by Revenues
    e. Expenses divided by Revenues

14. List three types of people whom you could use as business advisors in your business.

    a. _____ b. _____

    c. _____

15. List three reasons for keeping financial records.

    a. _____ b. _____

    c. _____

16. List three types of operating expenses in a business.

    a. _____ b. _____

    c. _____

17. List three things you could do in a clothing store to increase your revenues.

a._____ b._____

c._____

18. Place the following steps in planning a business in the right order by indicating: first, second, third, and fourth.

_____Writing a business description.
_____Choosing a business location.
_____Applying for a bank loan.
_____Choosing products or services.

19. Below is a list of business forms and a set of phrases describing ways they may be used. Choose the best use for each form and write the letter in the blank provided.

_____Purchase order	a. Finding out how much product you have left.
_____Job description	b. Hiring workers.
_____Work order	c. Choosing suppliers.
_____Work schedule	d. Organizing workers.
_____Inventory card	e. Recording retail sales.
	f. Buying goods for your business.
	g. Writing down the services a customer wants

20. Below is a list of financial statements and a set of phrases describing ways they may be used. Choose the best use for each form and write the letter in the blank provided.

_____Statement of financial need	a. Deciding if you can pay your bills next month.
_____Profit/loss statement	b. Listing the money you want to borrow.
_____Projected cash flow statement	c. Recording a customer's payment and debts.
	d. Figuring out an expense ratio.

Quiz Answer Key

1. Possible responses include:

   - have drive
   - think clearly and imaginatively
   - be a leader and work well with people
   - can perform many different tasks at the same time

   (Subqualities may also be listed.)

2. Possible responses include:

   - plan the business
   - be in charge of people
   - organize the work
   - buy and keep track of supplies
   - set prices
   - advertise and sell
   - keep financial records
   - keep the business successful

3. Possible responses include:

   - number of people living in the area
   - kind of people living in the area
   - kind of business area
   - the business history of the area
   - the condition and cost of the building

4. Possible responses include:

   - your own money
   - gifts, loans, or investments from family and friends
   - loan from bank or credit union
   - loan from Small Business Administration

5. d

6. b

7. d

8. Possible responses include:

   - possible products and services that could be offered
   - business and social trends
   - possible customer groups and their characteristics
   - amount and nature of competition

9. Possible responses include:

- decide what the worker should be like (write a job description)
- look for workers
- review job applications and interview applicants
- check references (talk to past employers)
- make a final decision
- make a job offer

10. Possible answers include:

- what to buy (type and price of goods)
- where to buy (suppliers)
- how much to buy
- when to buy

11. c

12. b

13. a

14. Possible responses include:

- lawyer
- accountant
- banker
- realtor
- insurance agent
- other business advisors as described in the text (be specific)

15. Possible responses include:

- to keep track of revenues (and money owed to the business)
- to keep track of expenses (and money owed by the business)
- to prepare required reports
- to make important business decisions

16. Possible responses include:

- salaries of employees
- rent
- utilities
- repair and depreciation of equipment
- supplies
- advertising
- insurance
- licenses
- fees for accountants, etc.
- interest on loans

17. Possible responses include:

- lower prices (or raise them)
- increase and improve advertising
- buy similar clothes from another supplier (better quality or cheaper
- buy a whole new line of clothes
- improve selling techniques
- improve services to customers
- add new services (e.g., free alterations)

18. 3
2
4
1

19. f
b
g
d
a

20. b
d
a

UNIT II - KEEPING FINANCIAL RECORDS (REVENUES)

GOAL: TO HELP YOU KEEP TRACK OF MONEY COMING INTO YOUR BUSINESS

FOUR REASONS A BUSINESS OWNER SHOULD KEEP FINANCIAL RECORDS

1. KEEP TRACK OF REVENUES - MONEY COMING INTO THE BUSINESS.
2. KEEP TRACK OF EXPENSES - MONEY GOING OUT OF THE BUSINESS.
3. TO HELP YOU WRITE YOUR BUSINESS REPORTS - TAXES, BANKING. PROFIT & LOSS ~~STATEMENT~~
4. TO HELP YOU MAKE IMPORTANT DECISIONS - AFTER ANALYZING FINANCIAL RECORDS

DEFINITIONS AND PURPOSE OF REVENUE RECORDS

1. SALES SLIP - OWNER & CUSTOMER HAVE A RECORD OF EACH SALE
   TO RECORD CASH RECEIVED FROM CUSTOMERS
   TO RECORD HOW MUCH WAS BOUGHT ON CREDIT

2. CUSTOMER ACCOUNT FORM - TO RECORD CREDIT EXTENDED TO ACUSTOMER
   PAYMENTS RECEIVED FROM THE CUSTOMER
   CURRENT BALANCE OF WHAT CUSTOMER OWES YOU.

3. CUSTOMER BILLING FORM: MAILED TO YOUR CREDIT CUSTOMERS TO LET THEM KNOW - THEIR CURRENT ACCOUNT BALANCE
   HOW MUCH IS DUE NOW & BY WHAT DATE

YOU - THE SMALL BUSINESS OWNER MUST DECIDE WHAT RECORDS YOU MUST KEEP, WHY YOU WILL KEEP THEM, WHO WILL PREPARE THEM AND WHEN THEY WILL BE PREPARED.

UNIT 13 - MAKING SURE YOU HAVE ENOUGH CASH

GOAL - TO HELP YOU KEEP TRACK OF CASH IN YOUR BUSINESS.

THREE WAYS OF KEEPING YOUR BUSINESS SUCCESSFUL

1. MAKE SURE YOU HAVE ENOUGH CASH.
2. KEEP YOUR PROFITS UP AND YOUR COSTS DOWN.
3. CONTINUE TO IMPROVE YOUR PRODUCTS AND SERVICES.

THE CASH FLOW STATEMENT

A REPORTING TOOL TO HELP YOU KEEP TRACK OF YOUR CASH FLOW IN THE PAST AND THEN USED TO "PROJECT" OR ESTIMATE WHAT IT WILL BE IN THE FUTURE - "CAN YOU PAY YOUR BILLS NEXT MONTH"

EXAMPLE OF "PROJECTION" BASED ON PAST RECORDS OF "TYPICAL AMOUNTS"

PROJECTED CASH FLOW STATEMENT FOR NEXT THREE MONTHS

CASH REVENUES	AUGUST	SEPTEMBER	OCTOBER
CASH ON HAND FROM PREVIOUS MONTH	$ 200	$ → 150	$ → 100
REVENUES FROM JOB SERVICES	4,100	4,200	4,300
REVENUES FROM PRODUCT SALES	4,000	4,100	4,200
TOTAL REVENUES	$8,300	$8,450	$8,600
CASH PAYMENTS			
SALARIES TO EMPLOYEES	$7,000	$7,200	$7,500
OTHER EXPENSES AND PAYMENTS[1]	1,150	1,150	1,150
TOTAL EXPENSES	8,150	8,350	8,650
CASH ON HAND AT END OF MONTH	$150	$100	$(50)[2]

1. Includes rent, equipment and furniture, supplies, advertising, and other expenses
2. Loss of $50.00 in cash flow by end of October.

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FACTORS THAT CAN CAUSE BUSINESS FAILURE (IN YOUR CONTROL)

PERSONAL FACTORS

LACK OF BUSINESS KNOWLEDGE

UNWILLINGNESS TO ACCEPT ADVICE

UNWILLINGNESS TO WORK LONG HOURS

CONTENT WITH THINGS AS THEY ARE

EXCESSIVE SPENDING IN GOOD AND BAD ECONOMIC PERIODS

USE OF OPERATING CASH FOR NON INCOME GENERATING EXPENSES

LACK OF ECONOMIC KNOWLEDGE ABOUT INDUSTRY & REGION

INADEQUATE PLANNING

POOR LOCATION PLANNING

FAILURE TO FORSEE MAJOR MARKETING OPPORTUNITIES

FAILURE TO PLAN PROPERLY FOR FINANCIAL NEEDS

FAILURE TO ANTICIPATE PERSONAL REQUIREMENTS

INADEQUATE ADVERTISING STRATEGY AND PLANNING

INADEQUATE FINANCING

LACK OF SUFFICIENT FUNDS TO:

a) OBTAIN BEST LOCATION

b) WITHSTAND SLOW BUSINESS PERIOD

c) PURCHASE ADEQUATE INVENTORY

USE OF OPERATING CASH TO PURCHASE FIXED ASSETS

OBSOLETE METHODS

POOR OR INADEQUATE:

a) EXPENSE CONTROLS

b) INVENTORY CONTROLS

c) COST RECORDS

d) PRICING METHODS

e) PERSONNEL POLICY

f) ACCOUNTS RECEIVABLE CONTROLS

LACK OF MODERN OR UPDATED:

a) EQUIPMENT

b) TOOLS

c) SUPPLIES

d) TECHNIQUES

ATTITUDE

MAKES ALL THE DIFFERENCE

AW! THE GLASS IS HALF EMPTY

WOW! THE GLASS IS HALF FULL

DO ALL THE GOOD YOU CAN.
BY ALL THE MEANS YOU CAN.
IN ALL THE WAYS YOU CAN.
IN ALL THE PLACES YOU CAN.
AT ALL THE TIMES YOU CAN.
TO ALL THE PEOPLE YOU CAN.
AS LONG AS EVER YOU CAN.

JOHN WESLEY

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COMMUNICATION

I KNOW YOU BELIEVE
YOU UNDERSTAND

WHAT YOU THINK
I SAID,
BUT
I AM NOT SURE
YOU REALIZE
THAT WHAT YOU HEARD
IS NOT WHAT I MEANT.

* THE MONEY IT TAKES TO GET A SMALL BUSINESS GOING

TYPE OF BUSINESS	INVESTMENT IN INVENTORY	TOTAL CAPITAL INVESTMENT FOR START-UP AND FIRST 3 MONTHS EXPENSES
BUILDING MAINTENANCE	-	$8000 TO $16.000
PLANT SHOP	5.000 - 10.000	11.000 TO 24.000
BOOK STORE	12.000 - 20.000	25.000 TO 53.000
YARN SHOP	8,000 - 12.000	16.000 TO 25.000
BEAUTY SALON	-	15.000 TO 29.000
REPAIR SERVICES		
FURNITURE		10.000 TO 20.000
CAR		15.000 TO 40.000
TV / RADIO		10.000 TO 25.000
APPLIANCE		6.000 TO 20.000
CLOCK / WATCH		8.000 TO 18.000
SHOE		12.000 TO 25.000
BUSINESS MACHINE		6.000 TO 10.000
BICYCLE		4.000 TO 10.000
CONTRACTORS		
PLUMBING. CARPENTRY. ELECTRICAL. ETC		10.000 TO 30.000

* SOURCE: CHANGING TIMES MAGAZINE. AUGUST 1977 P.40

* 10 BUSINESSES THAT ARE MOST LIKELY TO SUCCEED

1. BUILDING MATERIALS STORES
2. AUTO TIRE AND ACCESSORIES STORES
3. LIQUOR STORES
4. SPORTS AND RECREATION CLUBS
5. FUNERAL HOMES AND CREMATORIES
6. SEED AND GARDEN SUPPLY STORES
7. SPORTING GOODS MANUFACTURERS
8. ENGINEERING, LABORATORY AND SCIENTIFIC EQUIPMENT
9. HARDWARE STORES
10. OFFICE SUPPLIES AND EQUIPMENT

* 10 BUSINESSES THAT ARE MOST LIKELY TO FAIL

1. LOCAL LAUNDRIES & DRY CLEANERS
2. USED CAR DEALERSHIPS
3. GAS STATIONS
4. LOCAL TRUCKING FIRMS
5. RESTAURANTS
6. INFANTS CLOTHING STORES
7. BAKERIES
8. MACHINE SHOPS
9. GROCERY AND MEAT STORES
10. CAR WASHES

* SOURCE: MONEY MAGAZINE SURVEY OF 26 BANKERS, PROFESSORS IN SCHOOLS OF BUSINESS, SMALL BUSINESS ADMINISTRATION, MEMBERS OF SCORE (SERVICE CORPS OF RETIRED EXECUTIVES) AND EXECUTIVES OF SMALL INVESTMENT COMPANIES THROUGHOUT THE UNITED STATES. THESE INDIVIDUALS WERE ASKED TO SELECT THOSE MOST SUCCESSFUL AND THOSE MOST LIKELY TO FAIL FROM A LIST OF EIGHTY-ONE COMMON SMALL BUSINESS.

MONEY MAGAZINE. MARCH 1978 P.51

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THE 10 SEEDS OF GREATNESS

Excerpts from a five hour cassette tape presentation by
Dr. Denis Waitley (Condensation by Rick DeMaria)

1. WE MUST FEEL LOVE INSIDE OURSELVES BEFORE WE CAN GIVE IT TO OTHERS - We cannot give to or share an emotion with anyone else unless we first possess that emotion inside of us. That's what self-esteem is all about. See the goodness and uniqueness in yourself. There is no one else exactly like you- never was before and never will be again. Right now you are your own best self. YOU are the greatest miracle in the world.

2. OUR MINDS CAN'T TELL THE DIFFERENCE BETWEEN A REAL EXPERIENCE AND ONE THAT IS VIVIDLY AND REPEATEDLY IMAGINED. We can program our imaginations and minds or allow others to do it, to work for us or against us. You are or become what you watch and think. If a 60 second commercial by repeated viewing can sell us a product then it is also possible for repeated viewings of 60 minute "soaps" or "sitcoms" to teach us a life style. First we are exposed to new behaviors and characters, second we learn or acquire these new behaviors and finally we adopt these new behaviors as our own. Write your own script. Repeatedly think and say positively to yourself the way you want to be as if it were true right now. (Ex. I am happy and healthy and I enjoy feeling this way).

3. OUR REWARDS IN LIFE WILL DEPEND ON THE QUALITY AND AMOUNT OF CONTRIBUTION WE MAKE. We become what we do - we reap what we sow - we are the sum total of our actions. Either accept conditions as they exist or accept the responsibility for changing them. Replace fear and doubt with knowledge and action.

4. A LARGE VOCABULARY WHICH IMPLIES BROAD GENERAL KNOWLEDGE CHARACTERIZES THE MORE SUCCESSFUL PERSONS REGARDLESS OF THEIR OCCUPATION. Most people regardless of their education only use about 400 words in more than 80 percent of their every day conversation. There are over 450,000 words in the unabridged English Language dictionary. We use the same words over and over. If you would learn only 10 new words a day for one year you could become a well spoken individual. Reading and listening are the best ways of gaining a greater vocabulary. But, wisdom depends not so much on the number of words you know but how you use them. If you continue doing what you have always done you will continue getting what you have always received in the past.

5. THE REASON SO MANY PEOPLE FAIL TO REACH THEIR GOALS IN LIFE IS THAT THEY NEVER REALLY SET THEM IN THE FIRST PLACE. 97 percent of all senior citizens are dependent on their Social Security income for survival - only 3 percent of all americans become financially independent regardless of their occupation, profession or amount of money earned in life. They have not planned to fail but have failed to plan. Those people who are the greatest successes in life concentrate on doing one thing well and become an expert in one field first. Then it is easier to divert that success into many other activities. If you don't stand for something - you'll fall for anything.

6. A TOUCH IS WORTH A THOUSAND WORDS. Love is a daily mutual exchange of values. Touch is the magic wand of intimacy. Love is keeping in touch. Intimacy, touching, communicating all take time and will escape forever if we don't make time now. When today is over it is gone forever. Learn to communicate in positive lovable language - use simple, constructive, supportive ideas. Warmth, friendliness and a gentle touch are always stronger than anger, force and fury.

7. LIFE IS A SELF-FULFILLING PROPHECY. You won't necessarily get what you want in life but in the long run you will usually get what you expect. What the mind harbors the body manifests in some way. Ulcers are not what you eat but what eats you. The brain triggers the release of powerful hormones that enable the body to perform seemingly superhuman and miraculous acts of courage and strength in response to life threatening situations. Faith is the promise of the realization of things hoped for and unseen. Optimism is an incurable condition in the person with faith. Focus on wellness and health and success. See your worst condition as "a little temporary inconvenience - but no problem, I'll get through this too."

8. THE GOOD OLD DAYS ARE HERE AND NOW. Most people are so overly concerned with current problems and look back on the past and selectively remember only the good times. They don't learn from history that problems are normal. We grow in character as a result of surviving current problems and gain abilities to meet new crises in the future. You can view crises as opportunities and problems as stepping stones over the rough waters of life. All situations are either life threatening or they are not - recognize that difference and respond rather than react. It's true that 90 percent of our confrontations in life are with imaginary predators. It is much better to learn to adapt to and live with situations rather than react in a state of alarm and resistance.

9. WINNERS WORK AT DOING THINGS THE MAJORITY OF THE POPULATION ARE NOT WILLING TO DO. Notice it says work at doing what others are <u>not willing</u> it did not say <u>not able</u> to do. An individual who will not read or learn or work is the real loser in the game of life. Persistance will make the difference and the will to win is everything. As long as you are green you are growing - as soon as you are ripe you start to rot. Talent, Genius, or Education are not sufficient of themselves for there are too many examples of failures who had these going for them -- Persistance and determination at doing what others are unwilling to do will make you a winner.

10. SUCCESS IS THE CONTINUING INVOLVEMENT IN THE PURSUIT OF A WORTHY IDEAL WHICH IS BEING REALIZED FOR THE BENEFIT OF OTHERS RATHER THAN AT THEIR EXPENSE. Life cannot be collected. Happiness cannot be travelled to, owned, or earned, or worn, or consumed. Happiness is the experience of living every minute with love, grace and gratitude. The gift of life is not a treasure hunt - you cannot look for success - the treasure is within you - it only needs to be uncovered and discovered. Turn a life of collection into a life of celebration. See life from within. Success is not what you get - it's what you are continuing to do with what you've got. The two greatest tragedies in life are: Never to have had a great dream or worthy ideal to strive for and ever to have fully reached that dream.

INSTRUCTIONS FOR USE: Read once a day for thirty days, then once a week for ten weeks, and then once a month for ten years and you will find that rather than a human being, you will be a human becoming.

PRESS ON

NOTHING IN THE WORLD CAN TAKE THE PLACE OF PERSISTENCE. TALENT WILL NOT; NOTHING IS MORE COMMON THAN UNSUCCESSFUL MEN WITH TALENT. GENIUS WILL NOT; UNREWARDED GENIUS IS ALMOST A PROVERB. EDUCATION ALONE WILL NOT; THE WORLD IS FULL OF EDUCATED DERELICTS. PERSISTENCE AND DETERMINATION ALONE ARE OMNIPOTENT.

If you think you are beaten, you are;
If you think that you dare not, you don't,
If you'd like to win, but you think you can't,
It's almost certain you won't.

If you think you'll lose, you've lost;
For out in the world you'll find,
Success begins with a fellow's will
It's all in the state of mind.

If you think you are outclassed, you are;
You've got to think high to rise;
You've got to be sure of yourself before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man,
But soon or late the man who wins
Is the man who thinks he can.

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The **Management Aids (MAs)** recommend methods and techniques for handling management problems and business operations.

Small Business Bibliographies (SBBs) list key reference sources for many business management topics.

Starting Out Series (SOSs) are one page fact sheets describing financial and operating requirements for selected manufacturing, retail, and service businesses.

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- MA 1.001 The ABC's of Borrowing
- MA 1.002 What Is the Best Selling Price?
- MA 1.003 Keep Pointed Toward Profit
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- MA 1.005 Pricing for Small Manufacturers
- MA 1.006 Cash Flow in a Small Plant
- MA 1.007 Credit and Collections
- MA 1.008 Attacking Business Decision Problems With Breakeven Analysis
- MA 1.009 A Venture Capital Primer for Small Business
- MA 1.010 Accounting Services for Small Service Firms
- MA 1.011 Analyze Your Records to Reduce Costs
- MA 1.012 Profit by Your Wholesalers' Services
- MA 1.013 Steps in Meeting Your Tax Obligations
- MA 1.014 Getting the Facts for Income Tax Reporting
- MA 1.015 Budgeting in a Small Business Firm
- MA 1.016 Sound Cash Management and Borrowing
- MA 1.017 Keeping Records in Small Business
- MA 1.018 Check List for Profit Watching
- MA 1.019 Simple Breakeven Analysis for Small Stores
- MA 1.020 Profit Pricing and Costing for Services

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- MA 2.004 Problems in Managing a Family-Owned Business
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- MA 2.010 Planning and Goal Setting for Small Business
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- MA 2.012 Setting Up a Quality Control System
- MA 2.013 Can You Make Money With Your Idea or Invention?
- MA 2.014 Can You Lease or Buy Equipment?
- MA 2.015 Can You Use a Minicomputer?
- MA 2.016 Check List for Going Into Business
- MA 2.017 Factors in Considering a Shopping Center Location
- MA 2.018 Insurance Checklist for Small Business
- MA 2.019 Computers for Small Business—Service Bureau or Time Sharing
- MA 2.020 Business Plan for Retailers
- MA 2.021 Using a Traffic Study to Select a Retail Site
- MA 2.022 Business Plan for Small Service Firms
- MA 2.024 Store Location "Little Things Mean a Lot"
- MA 2.025 Thinking About Going Into Business

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- MA 4.003 Measuring Sales Force Performance
- MA 4.005 Is the Independent Sales Agent for You?
- MA 4.007 Selling Products on Consignment
- MA 4.008 Tips on Getting More for Your Marketing Dollar
- MA 4.010 Developing New Accounts
- MA 4.012 Marketing Checklist for Small Retailers
- MA 4.013 A Pricing Checklist for Small Retailers
- MA 4.014 Improving Personal Selling in Small Retail Stores
- MA 4.015 Advertising Guidelines for Small Retail Firms
- MA 4.016 Signs in Your Business
- MA 4.018 Plan Your Advertising Budget
- MA 4.019 Learning About Your Market
- MA 4.020 Do You Know the Results of Your Advertising?

Organization and Personnel

- MA 5.001 Checklist for Developing a Training Program
- MA 5.004 Pointers on Using Temporary-Help Services
- MA 5.005 Preventing Employee Pilferage
- MA 5.006 Setting Up a Pay System
- MA 5.007 Staffing Your Store
- MA 5.008 Managing Employee Benefits

Legal and Governmental Affairs

- MA 6.003 Incorporating a Small Business
- MA 6.004 Selecting the Legal Structure for Your Business
- MA 6.005 Introduction to Patents

Miscellaneous

- MA 7.002 Association Services for Small Business
- MA 237 Market Overseas With U.S. Government Help

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APPENDIX XI

POST TEST DIFFERENCE

SIMPLE t TEST FOR INDEPENDENT GROUPS

$$t_{N_t + N_c - 2} = \frac{\bar{Y}_t - \bar{Y}_c}{\sqrt{\left(\frac{N_t S_t^2 + N_c S_c^2}{N_t + N_c - 2}\right)\left(\frac{N_t + N_c}{N_t N_c}\right)}}$$

WHERE

$\bar{Y}$ = Mean standard score of the treatment group on the posttest

$\bar{Y}_c$ = Mean standard score of the comparison group on the posttest

S_t = Standard deviation of the treatment group posttest scores

S_c = Standard deviation of the comparison group posttest scores

N_t = Number of treatment group pupils

N_c = Number of comparison group pupils

Degrees of Freedom = $(N_t + N_c - 2)$

$$t = \frac{1.920 - 0.831}{\sqrt{\left(\frac{18 \times 1.951^2 + 18 \times 0.950^2}{18 + 18 - 2}\right)\left(\frac{18 + 18}{18 \times 18}\right)}}$$

$t = 2.064$

One tailed probability of the computed t = 2.064 is .0197 and if less than or equal to .05 ($p \leq .05$), the project may be said to have produced satistically significant achievement gains.

POST TEST SCORES

TREATMENT GROUP				CONTROL GROUP			
NO	RAW SCORE	STD SCORE	DEVIATION SQUARED	NO	RAW SCORE	STD SCORE	DEVIATION SQUARED
1	100	2.39	5.712	19	90.8	1.73	2.993
2	100	2.39	5.712	20	88.9	1.59	2.528
3	98.2	2.26	5.117	21	85.2	1.32	1.742
4	96.3	2.13	4.537	22	81.5	1.05	1.103
5	96.3	2.13	4.537	23	79.7	0.92	0.846
6	96.3	2.13	4.537	24	79.7	0.92	0.846
7	96.3	2.13	4.537	25	79.7	0.92	0.846
8	96.3	2.13	4.537	26	77.8	0.78	0.608
9	96.3	2.13	4.537	27	77.8	0.78	0.608
10	94.5	2.00	4.000	28	76.0	0.65	0.423
11	92.6	1.86	3.460	29	74.1	0.52	0.270
12	92.6	1.86	3.460	30	64.9	0.15	0.023
13	90.8	1.73	2.993	31	63.0	0.29	0.084
14	90.8	1.73	2.993	32	63.0	0.29	0.084
15	90.8	1.73	2.993	33	63.0	0.29	0.084
16	88.9	1.59	2.528	34	63.0	0.29	0.084
17	87.1	1.46	2.132	35	51.9	1.10	1.210
18	77.8	0.78	0.608	36	48.2	1.36	1.850

MEAN STANDARD SCORE = $\bar{Y}_t$ = 1.920

STANDARD DEVIATION S_t = 1.957

MEAN STANDARD SCORE = $\bar{Y}_c$ = 0.831

STANDARD DEVIATION = S_c = 0.950

RAW SCORES ON PRETEST AND POSTTEST

TREATMENT GROUP			CONTROL GROUP		
NO	POSTTEST	PRETEST	NO	POSTTEST	PRETEST
1	100	83.3	19.	90.8	67.6
2	100	46.3	20.	88.9	87.0
3	98.2	72.2	21.	85.2	70.4
4	96.3	63.0	22.	81.5	74.1
5	96.3	81.5	23.	79.7	79.7
6	96.3	61.1	24.	79.7	81.5
7	96.3	70.4	25.	79.7	74.1
8	96.3	85.2	26.	77.8	76.0
9	96.3	63.0	27.	77.8	70.4
10	94.5	70.4	28.	76.0	77.8
11	92.6	83.3	29.	74.1	68.5
12	92.6	76.0	30.	64.9	42.6
13	90.8	63.0	31.	63.0	66.7
14	90.8	40.8	32.	63.0	51.9
15	90.8	26.0	33.	63.0	61.1
16	88.9	76.0	34.	63.0	59.3
17	87.1	79.7	35.	51.9	55.6
*18	77.8	57.4	*36.	48.2	50.0

	TREATMENT	CONTROL
POSTTEST MEAN =	93.439	72.678
PRETEST MEAN =	66.588	67.461
PRECENT CHANGE =	+40.3 %	+ 7.7 %
POSTTEST STANDARD DEVIATION =	5.199	11.676
PRETEST STANDARD DEVIATION =	15.637	11.629

*Since two students who were selected for the treatment group dropped from the program, both their scores and their matching control group student's scores were not used in any of the mean or standard score calculations.

COMBINED TREATMENT AND CONTROL GROUP
PRETEST SCORES

NO	RAW SCORE	MEAN DEVIATION	DEVIATION SQUARED	NO	RAW SCORE	MEAN DEVIATION	DEVIATION SQUARED
1	83.3	16.3	265.69	19	67.6	0.6	0.36
2	46.3	20.7	428.49	20	87.0	20.0	400.00
3	72.2	5.2	27.04	21	70.4	3.4	11.56
4	63.0	4.0	16.00	22	74.1	7.1	52.54
5	81.5	14.5	210.25	23	79.7	12.7	161.29
6	61.1	5.9	34.81	24	81.5	14.5	210.25
7	70.4	3.4	11.56	25	74.1	7.1	50.41
8	85.2	18.2	331.24	26	76.0	9.0	81.00
9	63.0	4.0	16.00	27	70.4	3.4	11.56
10	70.4	3.4	11.56	28	77.8	10.8	116.64
11	83.3	16.3	265.69	29	68.5	1.5	2.25
12	76.0	9.0	81.00	30	42.6	24.4	595.36
13	63.0	4.0	16.00	31	66.7	0.3	0.09
14	40.8	26.2	686.48	32	51.9	15.1	228.01
15	26.0	41.0	1,681.00	33	61.1	5.9	34.81
16	76.0	9.0	81.00	34	59.3	7.7	59.29
17	79.7	12.7	161.29	35	55.6	11.4	129.96
18	57.4	9.6	92.16	36	50.0	17.0	289.00

MEAN = $\bar{Y}$ 67.025

STANDARD DEVIATION = 13.78

RAW SCORE OF POSTTEST - $\bar{Y}$ ÷ S = POSTTEST STANDARD SCORE

TREATMENT GROUP

CONTROL GROUP

BRICK CENTER

NO.	STUDENT	VOCATIONAL SUBJECT	NO.	STUDENT	VOCATIONAL SUBJECT
2	Joan Swanson	Comm. Art	26	Darlene Pallanti	Comm. Photo (TR)
7	Cindy Favire	Int. Design	22	Dawn Patierno	Int. Design
11	Ray Hernandez	Bldg. Trades	36	Bob Byrnes	Bldg. Trades
12	Colleen Pagarigan	Med. Modeling	31	Lisa Ferrara	Med. Modeling
8	Paul Peltier	A/C Refrig.	23	Scott Keats	Food Service
16	Raymond Valladares	Baking	20	John Olsson	Food Service

TOMS RIVER CENTER

3	Carolyn Miller	Dental Asst.	32	Barbara Senatore	Adv. Medical
15	Wallace Mozart	Auto Body	33	Michael Pomeroy	Auto Body
13	Jeff Campbell	Bldg. Trades	19	Paul Mania	Bldg. Trades
1	Richard Cutler	Design Drafting	21	Raymond Ott	Design Drafting
6	Kurt Cordes	Auto Mech.	34	Eric Simpson	Welding

JACKSON CENTER

4	John Underwood	A/C Solar	35	Robert Huffert	Bldg. Trades (Ocean)
14	Richard McGinley	Elec. Trades	30	Henry Penna	Auto Body
5	Barry Carsten	RV Repair	24	Thomas McAteer	RV Repair
9	Louie Ardise	RV Repair	28	Tom Makuch	RV Repair
18	Tom Lieb	Auto Body	27	Theresa Young	Auto Body

OCEAN CENTER

17	Barbara Mazzanti	Beauty Cul.	25	Steve Soloney	Auto Mech.
10	John Clark	Bldg. Trades	29	Todd Andree	Bldg. Trades

DROPPED FROM PROGRAM AND STATISTICAL CALCULATIONS

Brick	Laura Kurc	Beauty Culture	Christine Woolley	Beauty Culture
Ocean	John Kean	Auto Mechanics	Carl Kaczmarski	Marine Trades

APPENDIX XII

ocean county vocational technical schools

350 Chambers Bridge Road • Bricktown, N. J. 08723 • 201-920-:050

OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOLS

ENTREPRENEUR LUNCHEON AGENDA

THURSDAY, MAY 31, 1984

WELCOME:

Opening remarks Mr. William G. Henry, Superintendent, - Ocean County Vocational Technical Schools.

LUNCHEON SERVED:

Courtesy of students and staff of Brick Center, Food Services Programs.

OVERVIEW OF PROGRAM:

Dr. Robert Newman, Assistant Superintendent, Ocean County Vocational Technical Schools
Rick DeMaria, Entrepreneurship Training Program Instructor

PRESENTATION OF CERTIFICATES OF HONOR:

Fred Felice, Principal, Toms River Center
Frank Adam, Principal, Brick Center
George Samson, Principal, Waretown Center
Robert Wurtzel, Principal, Jackson Center

CLOSING COMMENTS

Student dismissal to buses

Open floor to questions

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HONOR CERTIFICATES

PRESENTED TO STUDENTS WHO COMPLETED THE ENTREPRENEURSHIP TRAINING PROGRAM.

NAME OF STUDENT	VOCATIONAL PROGRAM	VOCATIONAL CENTER	HOME HIGH SCHOOL
Louie Ardise	Recreation Vehicles	Jackson	Central Regional
Jeff Campbell	Building Trades	Toms River	T.R. North
Barry Carsten	Recreation Vehicles	Jackson	Central Regional
John Clark	Building Trades	Ocean	Central Regional
Kurt Cordes	Auto Mechanics	Toms River	Manchester
Richard Cutler	Design Drafting	Toms River	Manchester
Cindy Favire	Interior Design	Brick	Brick
Ray Hernandez	Building Trades	Brick	Southern Regional
Tom Lieb	Auto Body	Jackson	Brick Memorial
Barbara Mazzanti	Beauty Culture	Ocean	Central Regional
Richard McGinley	Electrical	Jackson	Brick Memorial
Carolyn Miller	Dental Assistant	Toms River	Central Regional
Wallace Mozart	Auto Body	Toms River	Brick
Colleen Pagarigan	Media Modeling	Brick	Pt. Pleasant Beach
Paul Peltier	A/C Refrigeration	Brick	Brick Memorial
Joan Swanson	Commercial Art	Brick	Brick
John Underwood	A/C Solar	Jackson	Brick Memorial
Ray Valladares	Baking	Brick	Southern Regional

HONORABLE MENTION

THE FOLLOWING STUDENTS WERE NOMINATED FOR THE PROGRAM AND ACCEPTED FOR THE CONTROL GROUP. THEY COMPLETED THE PRE-TEST AND POST-TEST SURVEYS.

Todd Andree	Building Trades	Ocean	Southern Regional
Frank Bobko	Electrical	Jackson	Allentown
Neil Brooks	A/C Solar	Jackson	Jackson
Bob Byrnes	Building Trades	Brick	Brick
Lisa Ferrara	Media Modeling	Brick	Brick
Curtis Hayes	Food Service	Brick	Jackson
Ray Helmstetter	Auto Mechanics	Brick	Brick Memorial
Robert Huffert	Building Trades	Ocean	Lacey
Carl Kaczmarski	Marine Trades	Ocean	Lacey
John Keane	Auto Mechanics	Ocean	Southern Regional
Scott Keats	Food Service	Brick	Lakewood
Laura Kurc	Beauty Culture	Brick	Brick Memorial
Susan Lowerre	Commercial Art	Brick	Central Regional
Paul Maina	Building Trades	Toms River	T.R. South
Tom Makuch	Recreation Vehicles	Jackson	Jackson
Thomas McAteer	Recreation Vehicles	Jackson	Central Regional
John Olsson	Food Service	Brick	Brick
Raymond Ott	Design Drafting	Toms River	Southern Regional
Darlene Pallante	Comm. Photography	Toms River	Jackson
Dawn Patierno	Interior Design	Brick	T.R. South
Henry Penna	Auto Body	Jackson	Central Regional
Michael Pomeroy	Auto Body	Toms River	T.R. North
Barbara Senatore	Adv. Medical	Toms River	T.R. North
Eric Simpson	Welding	Toms River	Lacey
Steve Solovey	Auto Mechanics	Ocean	Lacey
Gilbert Vidal	Marine Trades	Ocean	Lacey
Dave Vulgamore	Baking	Brick	Brick
Christine Woolley	Beauty Culture	Brick	Central Regional
Theresa Young	Auto Body	Jackson	Jackson

ocean county vocational technical schools

Old Freehold Road and Bey Leu • Toms River, N. J. 08753 • 201-240-6-24

WILLIAM G. HENRY, Superintendent

May 7, 1984

Dear :

You are cordially invited to attend a luncheon to be held at the Brick Center of the Ocean County Vocational-Technical School [map enclosed] on Thursday, May 31, 1984 at 11:30 a.m.

The purpose of our luncheon will be to review with you the progress we have made this year in the development of our Entrepreneurship Training Program for gifted and talented vocational students. This meeting/luncheon will focus on the Program providing you with a brief description of the course content, methods used to select student participants, the results of the project, and, of course, introduce you to the students currently enrolled in the Program. We feel that the information which we will provide you with at this luncheon will be helpful to you if you are considering the development of a similar Program in your vocational school. We would hope that our development of the "wagon wheel" will make it possible for you to avoid reinventing one of your own. It goes without saying that we feel the Program has been extremely successful, and that it is our plan, at this point in time, to continue the Program on a regular basis in the future.

In closing, we would hope that you would be able to attend our luncheon, and should you have any additional questions regarding the Program, please feel free to contact Mr. Rick De Maria, our teacher.

Please contact Ms. Annette Minasi at our Brick Center to confirm your attendance at the luncheon. Our phone number is 201-920-0050.

Sincerely,

William G. Henry
Superintendent

WGH:lc
Enc.

Sent to:
Dr. Gondon Ascher
Mr. Joseph Zach
Mrs. Janet Beronio
All County Voc. Supts.

APPENDIX XIII

STUDENT EVALUATION OF ENTREPRENEUR PROGRAM

NAME: _____ Date: _____

TEXTBOOK MATERIALS PRESENTED

Overall Impression:	Excellent	Good	Fair	Poor
Subject Matter:	Over My Head	Understandable	Too Juvenile	
Points Covered:	Very Interesting	Interesting	Dull	Boring
Time Spent on Materials:	Too Long	About Right	Too Short	

Words and Definitions:

Familiar and understand well enough to use.
Familiar but not sure I could explain or use.
Unfamiliar but now understand & could use.
Unfamiliar and still don't know what they mean.

Which Words _____

Math or Formulas:

Familiar and understand well enough to use.
Do not understand and would like you to go over again _____

VIDEO MATERIALS PRESENTED

Overall Impression:	Excellent	Good	Fair	Poor
Subject Matter:	Over My Head	Understandable	Too Juvenile	
Points Covered:	Very Interesting	Interesting	Dull	Boring
Time Spent on Material:	Too Long	About Right	Too Short	

GUEST SPEAKER

Overall Impression:	Excellent	Good	Fair	Poor
Subject Matter:	Over My Head	Understandable	Too Juvenile	
Time Spent on Material:	Too Long	About Right	Too Short	
Points Covered	Very Interesting	Interesting	Dull	Boring

Other Comments: _____

_____

_____

_____

_____

_____

BEST COPY AVAILABLE

STUDENT EVALUATION OF SIMULATION GAME

NAME:_____ DATE:_____

LOCATION SIMULATION GAME - (Circle your opinion)

Overall Impression: EXCELLENT VERY GOOD GOOD FAIR POOR

INTRODUCTION AND EXPLANATION OF RULES OF GAME:

1. Rules & Purpose of Game: OVER MY HEAD UNDERSTANDABLE DON'T UNDERSTAND
2. Time Spent on Introduction: TOO LONG ABOUT RIGHT TOO SHORT
3. Method used to Decide Partnerships: FAIR UNFAIR PREFER CHOICE
   DOES NOT MATTER

   Suggested Alternate Method?_____

PLAYING OF LOCATION SIMULATION:

1. Game was: EXCITING FUN INTERESTING DULL BORING
2. Represented Real Life Choices: VERY CLOSELY APPROXIMATELY
   NOT AT ALL NOT SURE
3. Game Simulation Compares to "Hands on Experience" in Vocational Class
   VERY CLOSELY APPROXIMATELY NOT AT ALL NOT SURE
4. I Would like to Play this Game Again: YES_____ NO_____
   With Same Partners: YES_____ NO_____
5. Choice of Business: HARDWARE STORE PHARMACY CONVENIENCE FOOD STORE
6. I would like to play Part 2 of this Game "Pricing & Profits": YES_____NO_____

ADDITIONAL COMMENTS ON REVERSE SIDE

STUDENT EVALUATION OF ENTREPRENEUR PROGRAM

1. How would you evaluate the teacher of this program compared to your other vocational and home high school teachers:

	POOR	FAIR	GOOD	BETTER	BEST
Knowledge of subject.....	___	___	___	___	___
Teaching skills	___	___	___	___	___
Fairness.....	___	___	___	___	___
Sense of humor.....	___	___	___	___	___
Preparedness.....	___	___	___	___	___
Control of class.....	___	___	___	___	___
Use of Audio/Video materials.....	___	___	___	___	___
Use of guest speakers.....	___	___	___	___	___
Concern for my needs.....	___	___	___	___	___
Care about me as a person.....	___	___	___	___	___

2. This year we had 15 scheduled meetings. If you took this program for the first time next year how many scheduled once-per-week class meetings would you recommend (circle one) 5 10 15 20 25 30 39 Other ( ).

3. Would you prefer to attend this program in your own vocational center or travel to another center? same travel (circle one)

4. Would you prefer a morning session or an afternoon session for both your regular vocational course and this program? 7:45am to 10:15am 11:15am to 1:30pm

5. What did you expect to learn by taking this course? Did you?_____

_____

6. What did we do that you enjoyed most?_____

_____

7. What did we do that you enjoyed least?_____

_____

8. What did we spend too much time on?_____

_____

9. What did we spend too little time on?_____

_____

10. What did you expect or want to learn or do or discuss that we did not?_____

_____

11. Any other additional comments you care to make about this program, the teacher, the classrooms used, etc.

_____

_____

USE REVERSE SIDE IF MORE SPACE NEEDED